

Michigan

Part C Annual Performance Report

Michigan Department of Education
Office of Special Education and Early Intervention Services

Submitted to the
U.S. Department of Education
Office of Special Education Programs

March 31, 2004



Cluster Area CI: General Supervision

Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the Lead Agency's (LA) utilization of mechanisms that result in all eligible infants and toddlers and their families having an opportunity to receive early intervention services in natural environments (EIS in NE)?

State Goal:

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Service (OSE/EIS) use of mechanisms provides Early Intervention Services in the Natural Environments and Free and Appropriate Public Education in the Least Restrictive Environment for eligible infants, toddlers, children, and youth and their families.

Performance Indicators:

GS.I The instruments and procedures used by the LA identify and correct IDEA noncompliance in a timely manner.

GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.

GS.III Complaint investigations, mediations, and due process hearings and reviews completed in a timely manner.

GS.IV There are sufficient numbers of administrators, service coordinators, teachers, service providers, paraprofessionals, and other providers to meet the identified early intervention needs of all eligible infants and toddlers and their families.

GS.V The collection and reporting of accurate and timely data are ensured due to State procedures and practices.

GS.I The instruments and procedures used by the LA identify and correct IDEA noncompliance in a timely manner.

1. Baseline/Trend Data:

A. Early On Systems Review

The *Early On*® System Review (EOSR) is the monitoring process for the Michigan Part C of the Individuals with Disabilities Education Act (IDEA). The process incorporates multiple sources of data to ensure compliance with federal laws. The process, originally designed to be a 5-year cycle for local Service Areas, requires synthesis of various sources of data. Based on information gathered through the Continuous Improvement Monitoring Process Self-Assessment phase, focus groups for families and service providers/coordinators was added to data used to evaluate local early intervention systems. Family and local implementation surveys and the 618 data had been collected for various years to assess implementation. Another new aspect of the process included the development and release of record review standards based on federal regulations. These standards convey detailed expectations

for each local infant and toddler early intervention system. The information provides guidance on how to review a child's file for federal regulations enabling local systems to improve administrative oversight.

The process is an interagency review by three Michigan agencies; the Department of Education; the Family Independence Agency; and the Department of Community Health, both Mental Health and Public Health divisions. Contractors were hired to review child records through the Comprehensive System of Personnel Development (CSPD) training and technical assistance project. The final reports are shared with the technical assistance (TA) staff that provides consultation to local Service Areas on noncompliance issues.

The EOSR process analyzes each local Service Area selected for the year on a total of sixty-eight system expectation indicators. MDE and the State Interagency team staff analyzed multiple sources of data and rated each indicator for each Service Area in one of three categories:

- Category 1: Evidence that Service Area is meeting 90-100% of the benchmark.
- Category 2: Evidence that Service Area is meeting 75-89% the benchmark
- Category 3: Evidence that Service Area is meeting less than 75% of the benchmark and experiencing serious systemic issues.

Service Areas that participated in the first round of the Revised EOSR process were required to address the Category 3 issues. An improvement plan addressing each indicator out of compliance must be submitted to MDE 60 days after an exit interview. Since the OSEP verification visit in November 2003, Service Areas are required to address both Categories 2 and 3 and have a year to come within compliance. The monitoring data for the first 10 sites under the revised EOSR process is below:

Table 1: System Expectations Monitoring Data

Personnel Development	35%
Progress Toward Outcomes	42%
IFSP Development	56%
Transition Planning	55%
Family Support/Involvement	62.4%
Public Awareness	60%
Child Find and Referral	70.4%
Natural Environment	30%

2. Targets:

Revise the *Early On* System Review process that will identify and correct IDEA noncompliance in a timely manner.

3. Explanation of Progress or Slippage:

Michigan has made progress on the target projected in the July 2003 APR. A revised *Early On* System Review has been developed and has been shown to identify noncompliance; standards have been developed and released for public comment; file review contractors have been hired; and the first round of monitoring with the new process was implemented.

Information gathered indicates a low level of implementation on the twelve system expectations and considerable noncompliance. Administrative oversight and system evaluation at the local level appears to be minimal, based on data collected through the monitoring process.

Local Part B monitors have not been trained as planned to conduct annual record reviews. The role of the local monitors will be defined in the design of the state Continuous Improvement Focused Monitoring (CIFM) process. This process will select sites to conduct focused monitoring on at least the lower performing intermediate school systems/Service Areas (ISD/SAs). In addition, a local self-assessment will be required from each Service Areas to assess their performance and annually report on their progress. The information collected through the local self-assessment tool will provide data to assist the state in developing the federal Annual Performance Report.

4. Projected Targets:

ISD Service Areas will be at 100% within compliance by Spring 2005.

5 & 6. Future Activities to Achieve projected targets/results, projected timelines and resources:

A. Local Self Assessment Tool

Future Activity and Description:

In FY 2003-2004 a local self-assessment tool will be developed to collect information to assess performance and results at the ISD/SA level. The main guide used to develop this tool will be the OSEP Annual Performance Report. Data needed by various components of the Part C system will also be included to assist with progress in areas of the infants and toddlers early intervention system.

Timelines:

- Spring 2004

Resources:

- MDE Staff
- State Interagency Coordinating Council Committees

B. Continuous Improvement Focused Monitoring

Future Activity and Description:

In FY 2003-2004 a new Continuous Improvement Focused Monitoring process will be developed to target the ISDs in most need for assistance. The local monitors will be trained to support the CIFM process. The new CIFM will select which ISDs/SAs will participate in the focused monitoring for the year. Focused Monitoring will define what is a persistent problem, assist with the discovery of the root causes of low and/or high performance, assist the ISD/SAs with improvement planning to address the causes of the low performance on selected indicators, and what are the sanctions and/or incentives to be employed in various situations.

Timelines:

- Spring 2004

Resources:

- MDE Staff – Part B and Part C
- Stakeholders Group

1 **C. *Compliance Grid for EOSR reports.***

2
3 Future Activity and Description:

4 In FY 2003-2004 this summary report will provide a quick overview of compliance issues for each
5 Service Area monitored.

6 Timelines:

- 7 •Spring 2004

8 Resources:

- 9 •State Interagency Team

10
11 **D. *Implement data entry verification activities with the record review process.***

12
13 Future Activity and Description:

14 Each Service Area participating in EOSR will receive a data verification review of the information
15 entered into the data collection system. This review will assess each file for data accuracy as
16 compared to the data submitted to the EETRK system.

17 Timelines:

- 18 •Spring 2004

19 Resources:

- 20 •CSPD grantee, *Early On* Training and Technical Assistance
21 •State Interagency Team

22
23 **E. *Record Review Standards Public Comment and Distribution of Final Version***

24
25 Future Activity and Description:

26 The final version of the Record Review Standards based on public comment will be distributed in
27 Spring 2004 to the early intervention field and placed on the MDE website.

28 Timelines:

- 29 •Spring 2004

30 Resources:

- 31 •MDE staff

GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.

1. Baseline/Trend Data:

**A. Wayne State University
EOSR Focus Group Data**

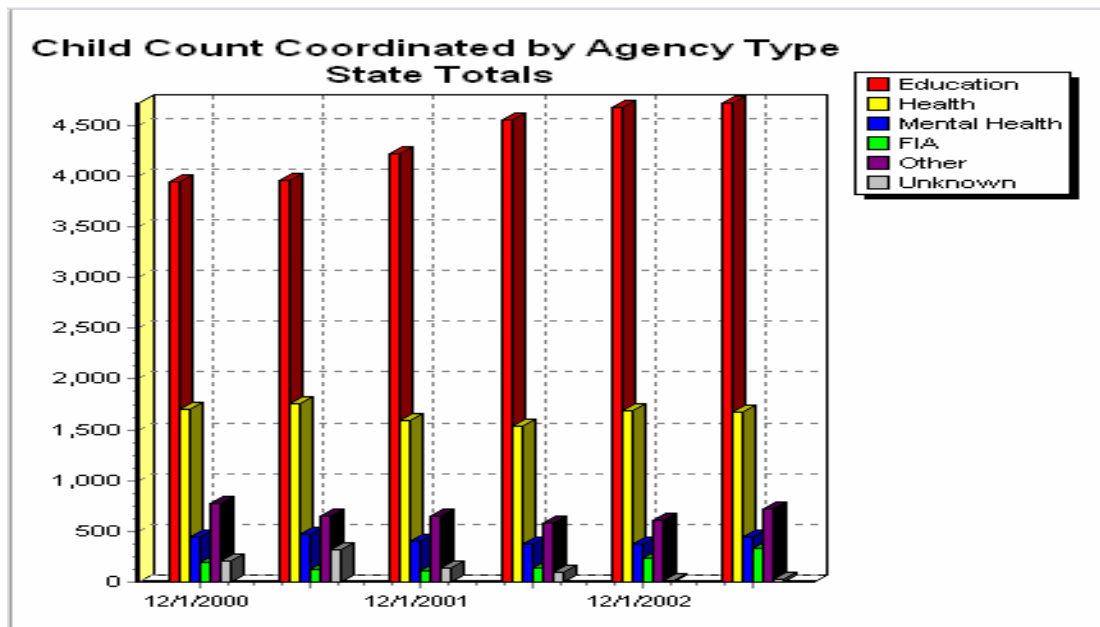
In your Service Area, are there enough service providers to meet the needs of infants and toddlers in Early On? How about service coordinators? Are there enough of them in this area? (Service Coordinator/Service Provider (SCSP) Focus Group)

Source: **SCSP Focus Groups** - Without exception, the professionals in all ten Service Area focus groups reported a need for more providers and service coordinators. They reported a need for more therapists (speech, OT, PT, hearing, autism, as well as an insufficient number of providers to meet the needs of both Part B and Part C children, resulting in a lack of services for Part C-only children. Providers reported they had overwhelming caseloads and had to travel extensively, which will eventually result in fewer children being identified, fewer families getting services, and/or an increase in center-based services and group therapies. Many providers also had to serve as coordinators and reported being especially burdened by this dual role. Many admitted feeling inadequate as a service coordinator because they were unaware of what services and supports were available in the community. They also expressed dissatisfaction with having to take time away from providing services in order to complete service coordination tasks and paperwork. Many reported a need for more community agency personnel to take responsibility for service coordination.

B. 618 Data Collection/Interagency Information Services Activities

Information from the Interagency Information Services (IIS) (618 Data Collection contractor) grantee supports the focus group information. The data from this system indicates variation in the number of children whose services are coordinated by one of the four agencies. Note the table below:

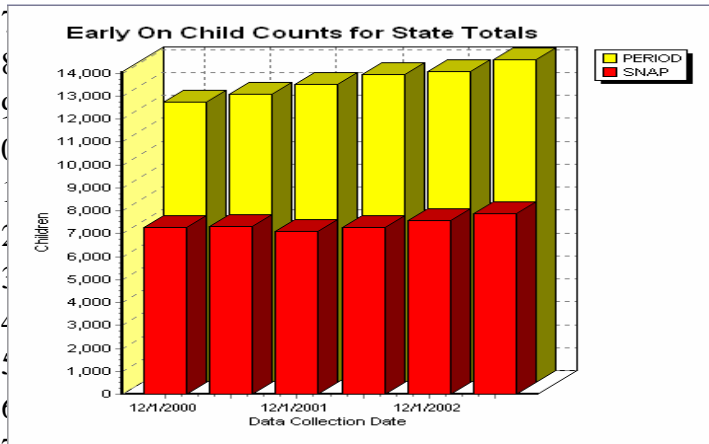
Chart 2:



Source: EETRK

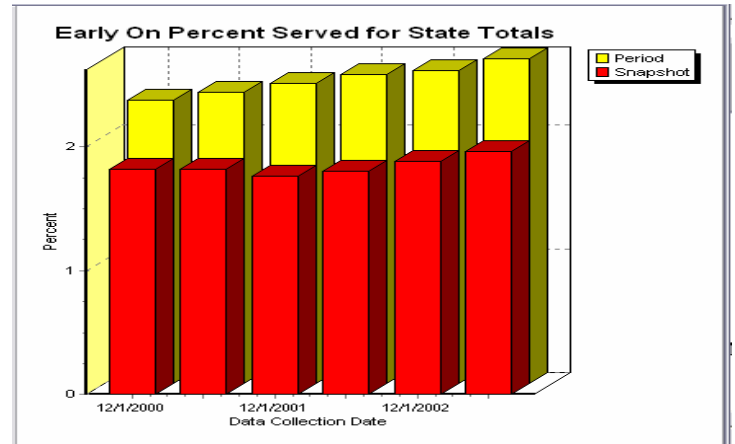
Review of the data indicates an increase in children whose service coordinator is from education, the lead agency. During a strained economy a collaborative system tends to result in people reverting to their primary role of responsibility. In addition, there has been an increase in the number of children identified for service. Child identification data below illustrates this issue:

Chart 3:



Source: EETRK

Chart 4:



Source: EETRK

C. EOSR/Monitoring Data

The revised EOSR has provided a different perspective on implementation in field. As indicated in Table 1, there is a lack of comprehensive systems to provide early intervention services in the natural environment. More detailed monitoring data based on record review standards follow:

1 **Table 5: Monitoring Data Specifics**

Procedural Safeguards	Documented In file
Was the parent informed of the purpose of the child evaluation/assessment activities?	98%
Was the parent informed of their responsibilities in child evaluation/assessment activities?	97.3%
Was written consent for initial evaluation and assessment dated?	97%
Were the components of the child evaluation/assessment activities described to the parent?	96%
Was notice and relevant information provided in parent's native language?	87.6%
Was written authorization or refusal to share personally identifiable information obtained?	80.8%
Was written consent /refusal for initial evaluation and assessment obtained?	78.2%
Was parent informed that without consent their child would not receive services?	76.7%
Was written prior notice of all Part C Procedural Safeguards given to family?	75.1%
Was parent informed that consent to a Family Interview is voluntary?	75.1%
Was parent notified of referral for possible <i>Early On</i> service?	74.1%
Was the parent informed prior to the initial evaluation?	64%
Was permission for an evaluation requested within 10 calendar days of referral?	37.3%
Evaluation Components	
Was there Parent input?	90.7%
Was an appropriate evaluation tool(s) used?	90%
Did the developmental evaluation address the child's communication skills?	87.5%
Did the developmental evaluation address the child's gross motor skills?	85.5%
Did the developmental evaluation address the child's fine motor skills?	84.4%
Did the developmental evaluation address the child's cognitive development?	83.6%
Did the developmental evaluation address the adaptive/self-help skills?	82.2%
Did a multidisciplinary team perform the evaluation?	79.6%
Did the developmental evaluation address the child's social/emotional development?	78.9%
Did the evaluation include a review of the child's health status?	62.5%
Was a review of the child's health status done by a qualified health professional?	61%
Did the developmental evaluation assess the child's hearing?	45.3%
Was there an observation of parent/child interaction?	36.8%
Did the developmental evaluation assess the child's vision?	27.6%
IFSP Completion	
Did the Service Coordinator participate in the initial IFSP meeting?	94.7%
Was the initial IFSP completed within 45 calendar days of the referral?	63.8%
Was the reason for exceeding the 45-day timeline documented?	5.3%

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Monitoring data indicates the stress expressed in the EOSR focus groups. There are parts of the process that are done poorly, but other parts that indicate that the knowledge needed exists in the local community. Additional monitoring information collected from the review of individual child records indicate that:

- 83% of the files reviewed did not have appropriately written outcomes
- Transition occurred for Part C children exiting only 44% of the time
- Of the children exiting, 26.9% of files reviewed documented that the child was eligible for special education

Table 6: For the children eligible for special education:

	It was documented in files
LEA was notified of the time that the child was eligible	88%
Parent consented to forwarding information to LEA	72%
IFSP and evaluation was sent to LEA	84%
The Lead Agency participated in the transition conference	68%
The LEA participated in the transition conference	52%

Table 7: By contrast, the children NOT eligible for special education:

	It was documented in files
Family consented to a transition conference for their child	22%
Family participated in a transition conference	11%
Lead Agency participated in a transition conference	11%

2. Targets:

Systemic issues are identified through the use of *Early On* System Review data that includes multiple sources.

3. Explanation of Progress or Slippage:

Information from the IIS grantee was used to identify and target poor performing Service Areas in child find. The *Early On* Training and Technical Assistance contractors provided technical assistance to 15 low-performing and 4 high-performing Service Areas on strategies to improve child identification.

The Focus Groups in the monitoring system, EOSR, identified the need to increase service providers/coordinators from partnering agencies. Information from family surveys indicates activities are occurring and families are satisfied and receiving appropriate support. Monitoring has identified and documented poor documentation in individual child files reviewed and low performance in system expectations as indicated in Table 1. Thus, paper documentation in the files did not support the family reports. Data from the 618 Data Collection project/EETRK indicates an increase in the number of children being served and that children are served in the home over 70% of the time. A deeper analysis of the various sources of data will need to occur to assess the true picture and determine what action needs to occur to establish a strong Part C system for infants and toddlers and their families in Michigan.

1 **4. Projected Target:**

2
3 Systemic issues are identified and remediated through the use of all available sources including *Early*
4 *On System Review* data, complaint investigations, and hearing resolutions.

5
6 **5 & 6. Future Activities to Achieve projected targets/results, projected timelines and resources:**

7
8 **A. *Local Self-Assessment***

9
10 Future Activity and Description:

11 Local Service Areas will complete a Local Self- Assessment as part of their annual application. They
12 will submit both baseline and target data, future activities to achieve projected targets, list resources,
13 and timelines. The Local Self- Assessment aligns with the Annual Performance Report so that more
14 detailed data is shared with MDE,OSE/EIS who can report back to OSEP. Local Service Areas are
15 required to identify their systemic issues and what activities will be developed to remediate them.

16 Timelines:

17 •Spring 2004

18 Resources:

19 •MDE staff

20 •Michigan Electronic Grants System (MEGS)

21 •Manual to accompany self assessment tool located on MDE website

22 •Trainings done by MDE to help locals fill out self-assessment tool

23
24 **B. *Use of Data Sources***

25
26 Future Activity and Description:

27 Utilize EOSR data, Self Assessment and other data sources to continue to identify systemic issues.
28 Triangulate data to develop an accurate account of the systemic issues.

29 Timelines:

30 •Fall 2004

31 Resources:

32 •State Interagency Team

33 •CSPD grantee, *Early On* Training and Technical Assistance

34 •EETRK

35 •Qualitative Compliance Information

GS.III Complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?

1. Baseline/Trend Data:

Table 8: Dispute Resolution

Ia: Formal Complaints						
(1) July 1, 2002 - June 30, 2003 (or specify other reporting period: ___/___/___ to ___/___/___)	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Completed/Added within Timelines	(7) Number of Complaints Pending as of: 06/30/03 (enter closing date for dispositions)
TOTALS 1	1	0	1	N/A	0	0

Ib: Mediations					
(1) July 1, 2002 - June 30, 2003 (or specify alternate period: ___/___/___ to ___/___/___)	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: 06/30/03 (enter closing date for dispositions)
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
TOTALS 0	0	0	0	0	0

Ic: Due Process Hearings				
(1) July 1, 2002 - June 30, 2003 (or specify alternate period: ___/___/___ to ___/___/___)	(2) Number of Hearing Requests	(3) Number of Hearings Held (fully adjudicated)	(4) Number of Decisions Issued after Timelines and Extension Expired	(5) Number of Hearings Pending as of: 06/30/03 (enter closing date for dispositions)
TOTALS 0	0	0	0	0

2. Targets:

All complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.

3. Explanation of Progress or Slippage:

Over the years Part C of the IDEA/*Early On* has continually had few or no complaints, formal mediations, or due process hearings. The CIMP Self-Assessment phase indicated that possibly parents were not informed of their rights and therefore did not file complaints. A parent “*Early On* 101” video, new/revised parent information booklets, and a new public awareness campaign were developed to address this issue. The “*Early On* 101” video and the public service announcement video are both

1 Telly award-winners. Although there was only one formal complaint, it was late four calendar days.
2 Timely resolution of complaints is a known issue in Michigan.
3

4 **4. Projected Targets:**

5
6 All complaint investigations, mediations, and due process hearings and reviews are completed in a
7 timely manner.
8

9 **5 & 6. Future Activities to Achieve projected targets/results, projected timelines and resources:**

10 11 **A. *Data Distribution***

12 13 Future Activity and Description:

14 Continued distribution of and data collection on the new public awareness materials.

15 Timelines:

16 •Ongoing

17 Resources:

18 •Public Awareness Information and Referral (PAIR) grantee, Bridges4Kids

19 •EOSR Monitoring
20

21 **B. *Complaint Tracking***

22 23 Future Activity and Description:

24 Improve tracking of complaints, mediations, and due process hearings.

25 Timelines:

26 •Ongoing

27 Resources:

28 •Part B Complaint Investigation staff

GS.IV There are sufficient numbers of administrators, service coordinators, teachers, service providers, paraprofessionals, and other providers to meet the identified early intervention needs of all eligible infants and toddlers and their families.

1. Baseline/Trend Data:

A. Part B Personnel Count

Table 9: Special Education Personnel 2002/2003

Personnel	Fully Approved		Not Fully Approved	
PPI Teacher	435	(83.2%)	88	(16.8%)
School Social Worker	1309	(85.4%)	224	(14.6%)
Director	130	(87.7%)	20	(13.3%)
Music Therapist	17	(89.5%)	2	(10.5%)
Adaptive PE	69	(92.0%)	6	(8.0%)
PPI Home	164	(94.8%)	9	(5.2%)
Speech Therapist	1890	(95.6%)	86	(4.4%)
School Psychologist	951	(96.7%)	32	(3.3%)
Audiologist	30	(96.8%)	1	(3.2%)
Orientation and Mobility	49	(98.0%)	1	(2.0%)
Nurse	161	(98.2%)	3	(1.8%)
Occupational Therapist	576	(98.8%)	7	(1.2%)
Physical Therapist	323	(99.4%)	2	(.6%)
Aide	1263	(100%)	0	(0%)

B. Interagency Information Systems EETRK Data

Table 10: Child Count and Percent by Agency Type by Year

Partner Agencies	12-01-00		12-01-01		12-01-02		06-01-03	
Education	3946	(54%)	4217	(59.4%)	4668	(61.7%)	4715	(59.7%)
Health	1697	(23.4%)	1585	(22.3%)	1682	(22.2%)	1671	(21.2%)
Mental Health	438	(6.03%)	406	(5.72%)	370	(4.89%)	436	(5.52%)
FIA (Social Services)	196	(2.72%)	107	(1.51%)	229	(3.03%)	328	(4.16%)
Other	776	(10.68%)	645	(9.09%)	608	(8.03%)	720	(9.12%)
Unknown	212	(2.92%)	134	(1.89%)	13	(0.17%)	22	(0.28%)

2. Targets:

Maintain sufficient number of teachers, service coordinators, service providers, para-professionals and other providers to meet the identified early intervention needs of all eligible infants and toddlers and their families.

3. Explanation of Progress or Slippage:

Early On will still continue to use staff resources of the education, public health, mental health state and community-based social service agencies.

1 **4. Projected Targets:**

2
3 Maintain sufficient number of teachers, service coordinators, service providers, para-professionals and
4 other providers to meet the identified early intervention needs of all eligible infants and toddlers and
5 their families.
6

7 **5 & 6. Future Activities to Achieve projected targets/results, projected timelines and resources:**

8
9 **A. Training**

10
11 Future Activity and Description:

12 Continue to provide training and technical assistance to *Early On* personnel.

13 Timelines:

14 •Ongoing

15 Resources:

16 •CSPD grantee, *Early On* Training and Technical Assistance
17

18 **B. Disseminate Curriculum**

19
20 Future Activity and Description:

21 Disseminate interdisciplinary/family services curriculum to institutions of higher education.

22 Timelines:

23 •Fall 2003 & Spring 2004/ongoing

24 Resources:

25 •CSPD Grantee, Grand Valley State University
26

27 **C. Higher Education**

28
29 Future Activity and Description:

30 Coordinate training of *Early On* personnel with institutes of higher learning.

31 Timelines:

32 •Spring/Summer, 2004

33 Resources:

34 •CSPD grantee, *Early On* Training and Technical Assistance

35 •Wayne State University and University of Michigan-Dearborn, Early Intervention Professors
36

GS.V The collection and reporting of accurate and timely data are ensured due to State procedures and practices.

1. Baseline/Trend Data:

The MDE, OSE/EIS state level procedures and practices are built around two key processes. First, the December data collection is designed to ensure accurate counts from the data that is submitted by ISDs. The set of data edits and duplicate checking algorithms ensure that submitted data satisfies the stated business rules and that user submitted counts match final reported counts. The state level copy of the data allows detailed and summary views of the information. Each ISD/SA has access to the same reports and use them to verify their counts prior to certifying their accuracy.

The second process ensures that the submitted data from the ISDs is an accurate portrayal of the actual Part C child population. The EOSR process compares submitted data to manual records for a randomly selected set of children to make sure that a student and appropriate files exists for each submitted record. The EOSR also does audits to ensure that IFSPs are conducted and recorded properly.

In summary, the collection process ensures that the data submitted by ISDs matches the data reported by the state. The System Review process ensures that the data submitted by the ISDs is accurate.

The following target dates are set to ensure timely data collection.

For the December, 2002 collection:

November 1, 2002 – The instructions paper entitled “Data Reporting Requirements” is distributed to each ISD.

November 15, 2002 – Trainings are completed, as necessary.

December 2, 2002 – The submission process begins.

December 22, 2002 – All ISDs who have not yet submitted are contacted.

January 15, 2003 – Submissions are closed.

January 22, 2003 – Table 1 data is reviewed by the Core Team.

February 3, 2003 – Table 1 is submitted to OSEP and WESTAT.

November 1, 2003 – Tables 2-5 are submitted to OSEP and WESTAT.

2. Targets:

Ensure collection and reporting of accurate and timely data through State procedures and practices.

3. Explanation of Progress or Slippage:

The February 2 submission date was not met for the 2002 data because of a new submission process added for the Part B system. The Interagency Information Systems (IIS) staff dedicated to Part C and Part B collections were unable to prepare the data in a timely fashion because the Part B data was delayed by errors in the new system

4. Projected Targets:

Ensure collection and reporting of accurate and timely data through State procedures and practices.

1 **5 & 6. Future Activities to Achieve projected targets/results, projected timelines and resources:**

2
3 **A. *Data Reports***

4
5 Future Activity and Description:

6 Our timeline for completion of the reports has worked each year, except for the changed system
7 problem for December, 2002. We expect that future years will not have this problem, and timelines
8 will be met. The timeline will follow the pattern displayed above for 2002 and 2003.

9 Timelines:

10
11 For the December, 2003 collection:

12 November 3, 2003 – The instructions paper entitled “Data Reporting Requirements” is distributed to
13 each ISD.

14 November 14, 2003 – Trainings are completed, as necessary.

15 December 1, 2003 – The submission process begins.

16 December 22, 2003 – All ISDs who have not yet submitted are contacted.

17 January 15, 2004 – Submissions are closed.

18 January 27, 2004 – Table 1 data is reviewed by the Core Team .

19 February 2, 2004 – Table 1 is submitted to OSEP and WESTAT.

20 November 1, 2004 – Tables 2-5 are submitted to OSEP and WESTAT

21
22 Resources:

23 Interagency Information Systems, Data Collection grantee
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25
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Cluster Area CC: Comprehensive Public Awareness and Child Find System

Question: Does the implementation of a comprehensive, coordinated Child Find system result in the identification, evaluation and assessment of all eligible infants and toddlers?

State Goal:

Implementation of a comprehensive, coordinated Child Find system results in the identification of all eligible infants and toddlers.

Performance Indicators:

CC.I The percentage of eligible infants and toddlers with disabilities that are receiving Part C services is comparable to State and National data for the percentage of infants and toddlers with developmental delays.

CC.II The percentage of eligible infants with disabilities under the age of one that are receiving Part C services is comparable with State and National data.

CC.I The percentage of eligible infants and toddlers with disabilities that are receiving Part C services is comparable to State and National Data for the percentage of infants and toddlers with developmental delays.

1. Baseline/Trend Data:

The Michigan Child Find System is an interagency collaborative effort across four Michigan human service agencies. At both the state level and local *Early On* systems, routine collaborative meetings are held to coordinate implementation of early intervention services. Each local system is required to establish a collaborative system including at a minimum representation from parents, education, mental health, public health, and the social services agencies on a local interagency coordinating council (LICC).

Table 11: Partners Participating in LICCs, 2003

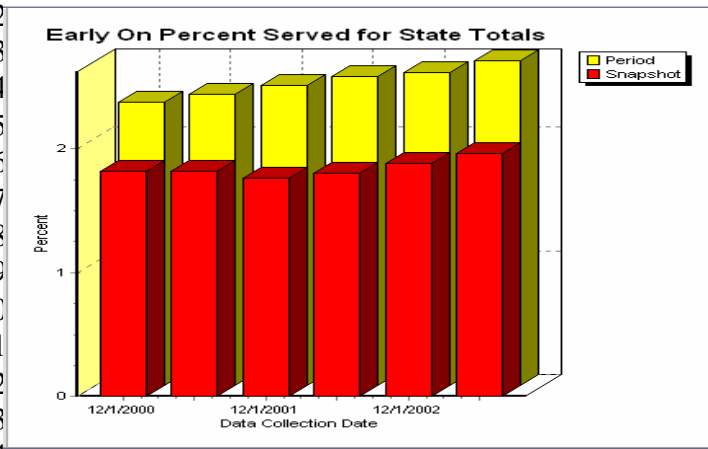
	Total	Parents	ISD	FIA	CMH	PH	Other(1) Health	Head Start	MSU Extension	Other(2)
Numbers	1458	270	84	80	125	118	127	42	402	210
% of Total		18.5%	14.4%	5.8%	5.5%	8.6%	8.1%	8.7%	2.9%	27.6%

(1)Includes: Physicians, Hospitals, Clinics, Nurses' Associations, etc.

(2)Includes: The ARC, Tribal Councils, Easter Seals, Even Start, Pathway, Child Care Coordinating Councils, State Police, Universities, and others.

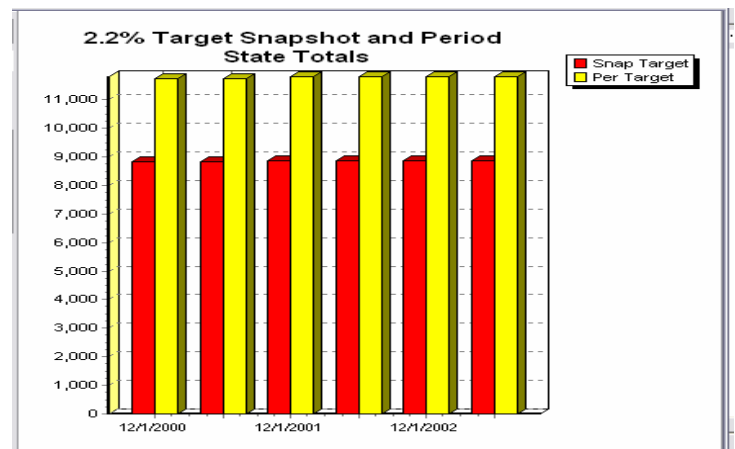
The MDE, OSE/EIS Part C Data Collection Grantee, Interagency Information Systems, also known as EETRK has the following information available through a charting software program showing data for the years 1999-2003:

Chart 12:



Source: EETRK

Chart 13:



Source: EETRK

Table 14:

PERCENT SERVED 12-1-2002					
ISD NAME	SNAP PRCNT BIR	ISD NAME	SNAP PRCNT BIR	ISD NAME	SNAP PRCNT BIR
Wayne	0.59	Mecosta-Osceola	2.31	Allegan	3.20
Oakland	0.85	Genesee	2.35	Shiawassee	3.22
Oceana	1.28	Sanilac	2.36	Clinton	3.31
Washtenaw	1.37	Jackson	2.41	Saginaw	3.36
C-O-P	1.40	Newaygo	2.49	Charlevoix-Emmet	3.38
Barry	1.42	St Joseph	2.62	Monroe	3.41
St Clair	1.44	Berrien	2.65	Marquette-Alger	3.42
Livingston	1.44	COOR	2.68	Hillsdale	3.52
AMA	1.61	Calhoun	2.72	Manistee	3.71
Eaton	1.71	Clare-Gladwin	2.82	Branch	3.86
Huron	1.71	Copper	2.83	Gratiot-Isabella	3.90
Lenawee	1.74	TBA	2.83	Bay-Arenac	3.92
Eastern U.P.	1.93	Muskegon	2.92	Ionia	3.96
Lapeer	1.93	Ottawa	2.95	Montcalm	4.30
Macomb	1.97	Mason-Lake	2.96	Delta-Schoolcraft	4.45
Kalamazoo Valley	2.00	Midland	3.04	VanBuren	4.51
Kent	2.02	Menominee	3.05	Iosco	4.74
Wexford-Missaukee	2.09	Dickinson-Iron	3.15	Gogebic-Ontonagon	5.14
Tuscola	2.13	Ingham	3.17	Lewis Cass	6.12

Source: EETRK

Table 15:

Standard #106. Does the initial IFSP include a description of the family's resources related to enhancing the development of their child?	81%
Standard #107. Does the initial IFSP include a description of the family's concerns related to enhancing the development of their child?	82%
Standard #108. Does the initial IFSP include a description of the family's priorities related to enhancing the development of their child?	63%
Standard #109. Were the descriptions of resources, concerns, and priorities in the family's words (i.e. family's description)?	69%
Standard #127. Does this IFSP outcome meet a unique need of the child and/or family as identified during the evaluation family interview process?	73%

Source of Data: EOSR Monitoring 2003

2. Targets:

The percentage of eligible infants and toddlers with disabilities served for December 1, 2002 was 1.88. For June 1, 2003, the percentage served rose to 1.96.

3. Explanation of Progress or Slippage:

Public Awareness materials were designed during the Fall of 2002 and released to local Service Areas for use in January 2003. Both print materials and public service announcements are available. The materials are available on-line through our Public Awareness and Information Referral Grantee (PA/IR). These materials are brightly colored and can be used in a variety of ways by the local Service Area.

The "Early On 101" video was released and is one of the tools informing families of their Part C Procedural Safeguards rights. This video has been well received in the local Service Areas. Families can watch it with their service coordinator or at a time convenient for them.

Michigan has continued to increase the number of children served by Part C. There are still Service Areas that are well below the target. As referred to in General Supervision II, 15 of the low-performing Service Areas have received technical assistance to improve this outcome from the *Early On* Training and Technical Assistance grantee. Continued and in-depth examination of the data needs to occur. IFSP completion meets the 45-day timeline only 63.8% of the time, but when developed there is a description of families' resources and concerns. In 73% of the time outcomes address a unique need of the family

4. Projected Targets:

The percentage of eligible infants and toddlers with disabilities served is comparable to state and national data for the percentage of infants and toddlers with developmental delays.

5 & 6. Future Activities to Achieve projected targets/results, projected timelines and resources:

A. *Public Awareness Campaign*

Future Activity and Description:

Distribution of public awareness materials such as the “*Early On* 101” video, family rights booklets, *Early On* brochures on the system and procedural safeguards, and child developmental information.

Timelines:

- Ongoing

Resources:

- Bridges4Kids, Public Awareness and Information Referral grantee
- Local Part C Service Areas

B. *Technical Assistance*

Future Activity and Description:

Continue the intensive support to Service Areas not meeting the 2.2% target for serving eligible children birth to three years of age.

Timelines:

- Ongoing until goal is met.

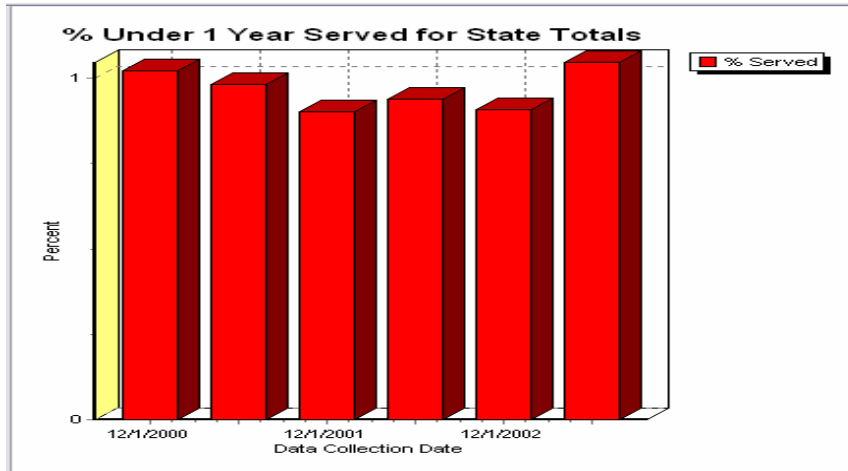
Resources:

- CSPD grantee, *Early On* Training and Technical Assistance

CC.II The percentage of eligible infants with disabilities under the age of one that are receiving Part C services is comparable with State and National data.

1. Baseline/Trend Data:

Chart 16:



Source: EETRK

2. Targets:

The percentage of eligible infants with disabilities under the age of one receiving Part C services is comparable with State and National data.

3. Explanation of Progress or Slippage:

Michigan will maintain the current coordination of public awareness activities with agency partners.

4. Projected Targets:

The percentage of eligible infants with disabilities under the age of one receiving Part C services is comparable with State and National data.

5 & 6. Future Activities to Achieve projected targets/results, projected timelines and resources:

A. Distribution of Public Awareness Materials

Future Activity and Description:

Distribution of public awareness materials such as the *Early On* 101 video, family rights booklets, *Early On* brochures on the system and procedural safeguards, and child developmental information.

Timelines:

•Ongoing

Resources:

•Public Awareness Information and Referral (PAIR) grantee, Bridges4Kids

•Local Part C Service Areas

- 1
- 2 **B. *Coordination of Activities***
- 3
- 4 Future Activity and Description:
- 5 Michigan will continue to facilitate the coordination in the community to identify children early as
- 6 possible for early intervention services.
- 7 Timelines:
- 8 •Ongoing
- 9 Resources:
- 10 •Local Part C Service Areas
- 11 •Interagency Staff at both local and state levels

Cluster Area CIII: Family Centered Services

Question: Do family supports, services and resources increase the family's capacity to enhance outcomes for infants and toddlers and their families?

State Goal:

Family supports, services and resources will increase the family's capacity to enhance outcomes for infants and toddlers and their families.

1. Baseline/Trend Data:

A. Source of Data: *Early On* System Review (10 sites reviewed 2002/2003)

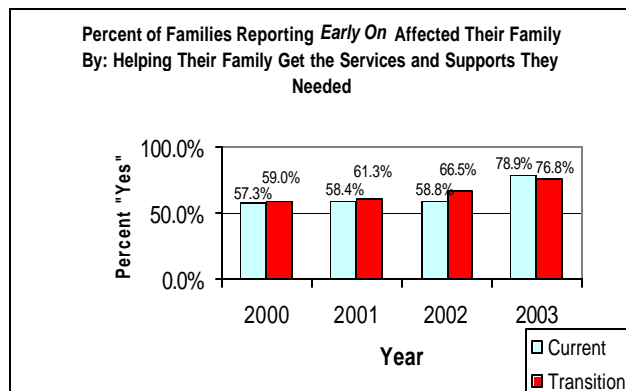
Table 17:

Standard #149: Did the child make progress towards outcomes?	75.0% of the time
--	-------------------

B. Source of Data: Wayne State University

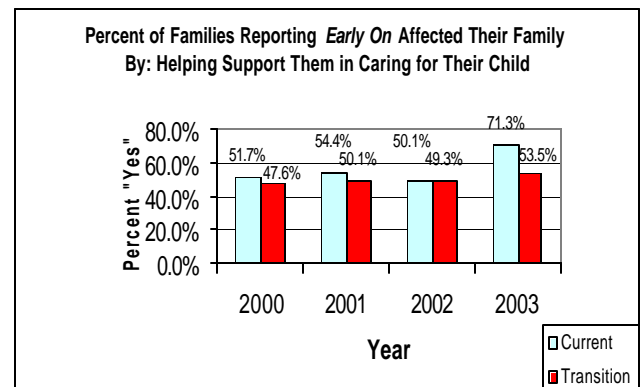
For this reporting period, 2,359 families responded to the current version of the family survey, which resulted in an overall response rate of 43.1%. The response rate for the transition version of this survey was 25.7%, with 316 completed surveys.

Chart 18:



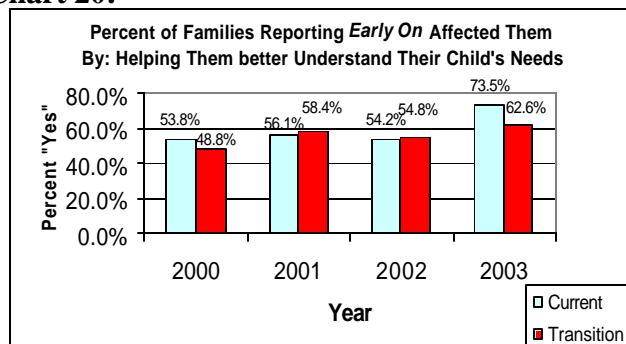
Source: Family Survey

Chart 19:



Source: Family Survey

Chart 20:



Source: Family Survey

1 The Qualitative Compliance Information grantee, Wayne State University (WSU) asks parents in focus
2 groups the following questions:

- 3 ▪ Do service providers suggest and show you ways that you can work with your child on your
4 own?
- 5 ▪ Can you give me some examples?
- 6 ▪ Do you think there are other things service providers could do to help you work with your
7 child?

8 There were 10 family focus groups held in 2002-2003 with an average of 7.8 parents in each group.
9 Many parents, but not all, agreed that service providers brought information and toys and showed them
10 ways to work with their child. Examples of how providers helped parents work with their child
11 included: giving the parent exercises to do with the child; showing the parent how to correctly use
12 equipment; providing handouts, books, or other materials; and demonstrating techniques that the parent
13 could use with the child to augment the therapy. Some parents indicated a need for more direct
14 communication about what they should do, rather than just observing the provider, and some reported
15 that they needed more help and information than they were getting.

16 17 **2. Targets:**

18
19 Family support services and resources will increase the family's capacity to enhance outcomes for
20 infants and toddlers and their families.

21 22 **3. Explanation of Progress or Slippage:**

23
24 Data shows an increase in the amount of support, services and resources families feel they are
25 receiving, although there is still room for improvement. Activities initiated to increase parent support
26 include:

- 27 •An "Early On 101" video was created and shared with families, to help families increase their
28 knowledge about *Early On* and what supports, services and resources they could expect.
- 29 •42 parents attended the LICC Leadership Conference, in October 2002, held by the CDSP grantee,
30 *Early On* Training and Technical Assistance, and participated in local system improvement planning.
- 31 •The Parent Leadership Program and the Family Information Exchange (two state parent leadership
32 initiatives) hosted gatherings for SICC parents and their alternates prior to SICC meetings to discuss
33 issues and prepare them for the SICC business meeting.

34 The monitoring data indicated that review of outcomes only occurred 47.3% of the time, but when
35 reviewed the child made progress toward the outcome 75% of the time.

36 37 **4. Projected Targets:**

38
39 Family support services and resources will increase the family's capacity to enhance outcomes for
40 infants and toddlers and their families.

41 42 **5 & 6. Future Activities to Achieve projected targets/results, projected timelines and resources:**

43 44 **A. Training**

45 46 Future Activity and Description:

47 The CSPD Grantee, *Early On* Training & Technical Assistance (EOT&TA), will provide trainings on
48 various topics to support the enhancement of the families' capacity to support the development of their
49 child.

1 Timelines:

- 2 •Ongoing

4 Resources:

- 5 •CSPD grantee, *Early On* Training and Technical Assistance
6 •Parent Involvement Subcommittee of the State Interagency Coordinating Council (SICC)

8 **B. *Surveys***

10 Future Activity and Description:

11 The Qualitative Compliance Information grantee, Wayne State University (WSU) will ask specific
12 questions related to increasing the family's capacity to enhance outcomes for infants and toddlers and
13 their families. Data from the surveys will be analyzed and technical assistance will be provided by the
14 CSPD grantee for areas in need.

15 Timelines:

- 16 •Surveys will be completed in 2004 – ongoing.

17 Resources:

- 18 •Wayne State University Surveys
19 •CSPD grantee, *Early On* Training and Technical Assistance

21 **C. *Early On System Review***

23 Future Activity and Description:

24 Through monitoring and the local self assessment tool, data will be collected regarding whether the
25 child was making progress towards outcomes.

26 Timelines:

- 27 •Ongoing

28 Resources:

- 29 •State Interagency Team
30 •Record reviewers

32 **D. *Early On Family Guidebooks***

34 Future Activity and Description:

35 The *Early On* Family Guidebooks provide an overall introduction to *Early On* and contain information
36 about the various components which include writing effective IFSPs, procedural safeguards, and
37 transition. Families will be informed about supports, services and resources that will help them to
38 enhance their child's development.

39 Timelines:

- 40 •The *Early On* Family Guidebooks distributed, December 2003.

41 Resources:

- 42 •Parent Leadership Program
43 •MDE staff
44 •Public Awareness Information and Referral (PAIR) grantee, Bridges4Kids

Cluster Area CIV: Early Intervention Services in Natural Environments

Question: Are early intervention services provided in natural environments meeting the unique needs of eligible infants and toddlers and their families?

State Goal:

Early intervention services provided in natural environments will meet the unique needs of all eligible infants and toddlers and their families.

Performance Indicators:

CE.I All families have access to a Service Coordinator who facilitates ongoing, timely early intervention services in natural environments.

CE.II Timely evaluations and assessments of child and family needs lead to the identification of all child needs, and the family needs related to enhancing the development of the child.

CE.III IFSPs include all services necessary to meet the identified needs of the child and family. All services identified on IFSPs are provided.

CE.IV All children receive services primarily in natural environments. Children who do not receive services in natural environments have IFSP justification statements.

CE.V Children participating in the Part C program demonstrate improved and sustained functional abilities.

CE.I All families have access to a Service Coordinator who facilitates ongoing, timely early intervention services in natural environments.

1. Baseline/Trend Data:

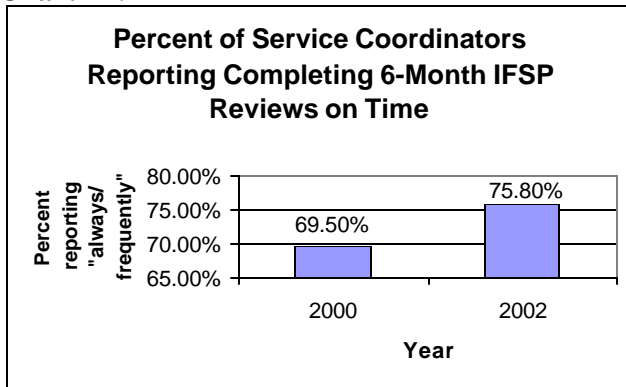
A. Source of Data: *Early On System Review (10 sites reviewed 2002/2003)*

Table 21:

Access to Service Coordination:	
Standard #114: The IFSP includes the name of the service coordinator.	92.6% of the time
Standard #115: The service coordinator participated in the initial IFSP meeting.	93.4% of the time
See chart in General Supervision (GS IV) that compares the service coordinator to child ratio.	
Ongoing, timely early intervention services:	
Standard #66: The initial IFSP was completed within 45 calendar days of the referral.	63.8% of the time
Standard #147: The IFSP review was conducted within six months of the previous IFSP or previous review.	43.8% of the time

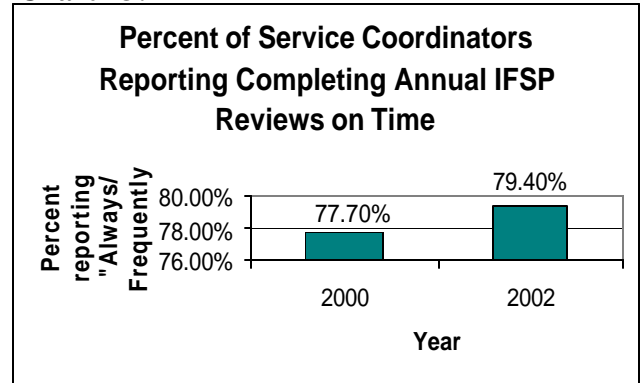
B. Source of Data: Wayne State University

Chart 22:



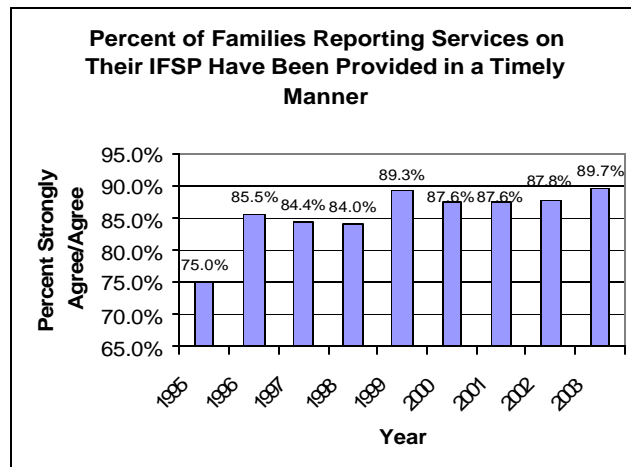
Source: Service Coordinator Survey

Chart 23:



Source: Service Coordinator Survey

Chart 24:



Source: Family Survey

2. Targets (2002-2003):

All IFSPs identify a service coordinator.

There are a sufficient number of service coordinators to facilitate ongoing, timely early intervention services in natural environments.

3. Explanation of Progress or Slippage:

Monitoring data suggests that families have access to their service coordinator and the service coordinator is being identified on the IFSP. Progress is due to *IFSP Outcomes in the Natural Environment* training by the CSPD contractor. However, the data suggests that the timeline of 45 days from referral to the IFSP being written is not happening often enough. Furthermore, IFSPs are not being reviewed within six months of the previous review.

4. Projected Targets:

Meet 45 day timeline for initial IFSPs.

1 Conduct IFSP reviews within six months of the previous review.
2 Maintain adequate supply of service coordinators.
3 Maintain identification of service coordinators on the IFSP.

5 & 6. Future Activities to Achieve projected targets/results, projected timelines and resources:

A. *Local Self Assessment*

Future Activity and Description:

A Local Self Assessment will be completed by local Service Areas as part of their annual application. They will submit data, both baseline and target, future activities to achieve projected targets, list resources, and timelines. The Local Self Assessment aligns with the Annual Performance Report so that more detailed data is shared with MDE who can report back to OSEP. Data will be reviewed to see that the name of the service coordinator is listed on the IFSP.

Timelines:

- Data will be collected by MDE July 1, 2004.

Resources:

- MDE staff
- Michigan Electronic Grants System (MEGS)

B. *Service Coordination Model*

Future Activity and Description:

Dissemination of models of service coordination to LICC chairs to provide more effective options of service coordination. Service Areas will report their model of service coordination of the local self-assessment. The use of models of service coordination by Service Area will be reported in the next Annual Performance Report.

Timelines:

- The document will be completed summer, 2004 and distributed to LICCs.
- Local self-assessment data by July 1, 2004.

Resources:

- Effective Practices and Implementation, Birth to Five Committee of the SICC
- Document will be disseminated and posted on the Michigan Department of Education website

C. *Early On System Review*

Future Activity and Description:

Continue to collect and report monitoring data regarding standard numbers 147, 66, 114, 115. Develop process to collect data at the provider level to ascertain whether early intervention services are being delivered.

Timelines:

- Fall 2004

Resources:

- State Interagency Team
- Record reviewers

D. *Family Interviews*

Future Activity and Description:

1 Conduct family interviews during *Early On* System Review to further determine the family experience
2 as related to the target.
3 Timelines:
4 •Family interviews will begin spring, 2004.
5 Resources:
6 •State Interagency Team
7 •Record reviewers
8 •Wayne State University
9
10 F. *Surveys*
11
12 Future Activity and Description:
13 Revise the family survey to measure timeliness of early intervention services in the natural
14 environment.
15 Timelines:
16 •Surveys will be completed in 2004 – ongoing.
17 Resources:
18 •Wayne State University survey

CE. II Timely evaluations and assessments of child and family needs lead to the identification of all child needs, and the family needs related to enhancing the development of the child.

1. Baseline/Trend Data:

A. Source of Data: *Early On Record Review* (10 sites reviewed):

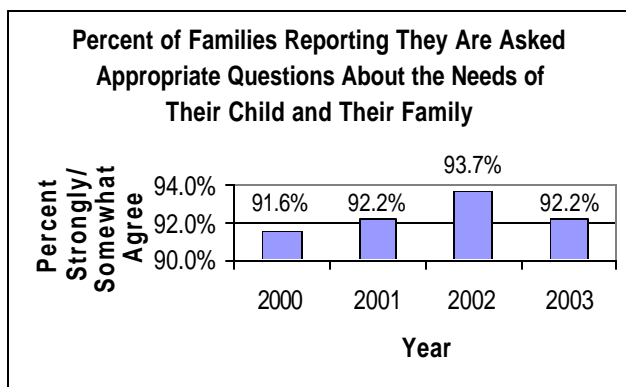
Table 25:

Standard #127: IFSP outcomes meet the unique needs of the child and/or family as identified during the evaluation/family interview process.	71.8% of the time
Standard #149: the child made progress towards outcomes, (when measured)	71.8% of the time
Standard #66: the initial IFSP completed within 45 calendar days of the referral	66% of the time
Standard #37-44: relate to whether a child received an evaluation in the following domains:	
Communication was evaluated	87.5% of the time
Gross motor skills were evaluated	85.5% of the time.
Fine motor skills were evaluated	84.9% of the time
Cognitive development was evaluated	63.6 % of the time
Social/emotional development was evaluated	78.9% of the time.
Adaptive/self help was evaluated	82.2% of the time
Vision was evaluated	27.6% of the time
Hearing was evaluated	45.4% of the time

B. Source of Data: Wayne State University

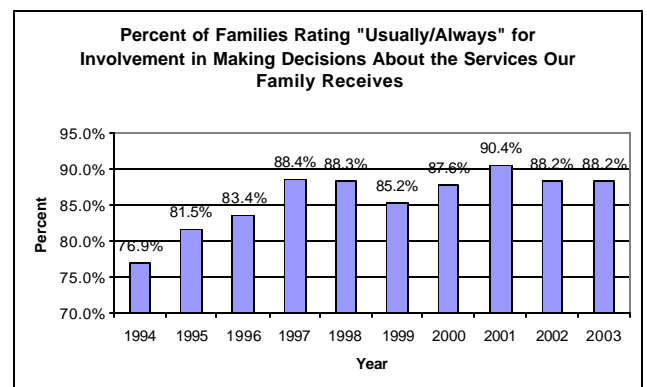
For this reporting period, 2,359 families responded to the current version of the survey, which resulted in an overall response rate of 43.1%. The response rate for the transition version of this survey was 25.7%, with 316 completed surveys. (The scale used for the following charts was Strongly Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Strongly Disagree.)

Chart 26:



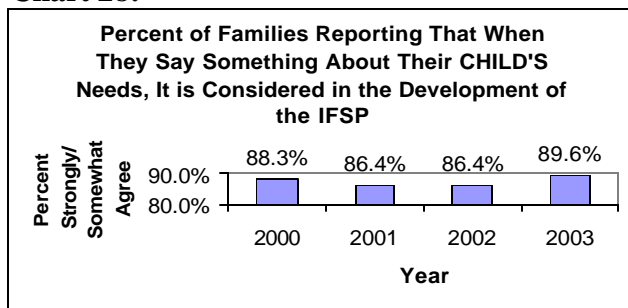
Source: Family Survey

Chart 27:



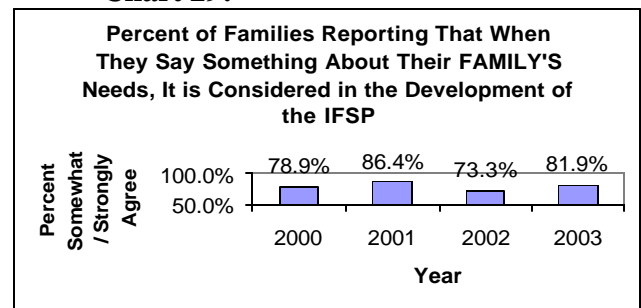
Source: Family Survey

1 **Chart 28:**



10 Source: Family Survey

11 **Chart 29:**



20 Source: Family Survey

21 **2. Targets:**

22 All Local Service Areas will meet the 45 day timelines from referral to IFSP.
23 All Local Service Area providers will provide comprehensive assessments and evaluations.

24 **3. Explanation of Progress or Slippage:**

25 Monitoring data shows room for improvement. According to Standards #66, #127, and #37-#44 IFSPs
26 are not timely or comprehensive. Family survey data suggests that families feel their needs are
27 considered. Complete comprehensive evaluations are an area in need of improvement, particularly the
28 assessment of vision and hearing. Further data analysis is needed to determine the root cause.

29 **4. Projected Targets:**

30 All local Service Areas will meet the 45 day timelines from referral to IFSP.
31 All local Service Area providers will provide comprehensive assessments and evaluations.

32 **5 & 6. Future Activities to Achieve projected targets/results, projected timelines and resources:**

33 **A. Local Self Assessment**

34 Future Activity and Description:

35 The Local Self Assessment data will be reviewed to determine whether the 45 day timeline is being
36 met.

37 Timelines:

38 •Data will be collected by MDE, OSE/EIS July 1, 2004.

39 Resources:

40 •MDE staff
41 •Michigan Electronic Grants System (MEGS)

42 **B. Surveys**

43 Future Activity and Description:

44 The family survey will be revised to measure whether evaluations and assessments are provided in a
45 timely manner. Technical assistance will be provided to targeted areas based on survey results.

46 Timelines:

47 •Surveys will be completed in 2004 – ongoing.
48
49
50

- 1 Resources:
2 •Wayne State University survey
3 •CSPD grantee, *Early On* Training and Technical Assistance
4

5 **C. *Early On System Review***
6

7 Future Activity and Description:

8 Through EOSR, the records will continue to be reviewed to determine whether or not the timelines
9 were met and whether the IFSP includes objectives describing the child and family needs. Training
10 and technical assistance will be provided as need indicates.

11 Timelines

- 12 •Ongoing

13 Resources:

- 14 •State Interagency Team
15 •Record reviewers
16 •CSPD grantee, *Early On* Training and Technical Assistance
17

18 **D. *Hearing and Vision Assessment Training***
19

20 Future Activity and Description:

21 Monitoring experience demonstrates the need to address the major systemic issue of evaluating a
22 child's hearing and vision. Although the promotion of newborn hearing screening has been a priority,
23 the need still exists to provide additional support.

24 Timelines

- 25 •Purchase new hearing/vision evaluation tools by Fall 2003
26 •Train staff on new equipment by Spring 2004

27 Resources:

- 28 •MDE staff
29 •Department of Community Health staff
30 •CSPD grantee, *Early On* Training and Technical Assistance
31

**CE. III IFSPs include all services necessary to meet the identified needs of the child and family.
All services identified on IFSPs are provided.**

1. Baseline/Trend Data:

A. Source of Data: Wayne State University

The Qualitative Compliance Information grantee, Wayne State University (WSU) reports that from the family focus group, most parents report having an IFSP and receiving all services identified; although some reported having to wait for speech therapy due to a lack of available appointments among providers.

The Qualitative Compliance Information grantee, Wayne State University (WSU) reports in the 2002 service coordinator survey, 79.3% of service coordinators indicated that they strongly/somewhat agree that children and families in their *Early On* Service Area receive all the services identified on their IFSP.

B. Source of Data: *Early On* Record Review (10 sites reviewed):

Table 30:

Standard #127: Did IFSP outcomes meet the unique needs of the child and/or family as identified during the evaluation/family interview process	71.8% of the time
--	-------------------

2. Targets:

Determine the extent to which all services necessary to meet the identified needs of the child and family, as identified on the IFSP are being provided.

3. Explanation of Progress or Slippage:

Currently, documentation does not go beyond the IFSP. Additional data will be collected through the family interviews that occur during monitoring. At that time, families will be asked if they are receiving all services identified on their child's IFSP. Another measure to collect data will be to review service provider records to see that services on the IFSP were delivered. Development of a process to review provider records is needed.

4. Projected Targets:

Determine the extent to which all services necessary to meet the identified needs of the child and family, as identified on the IFSP are being provided.

5 & 6. Future Activities to Achieve projected targets/results, projected timelines and resources:

A. *Local Self Assessment*

Future Activity and Description:

The Local Self Assessment will document whether services listed on the IFSP are being delivered. Data will be reviewed to see that all services included on the IFSP are being delivered.

Timelines

•Data will be collected by MDE July 1, 2004.

- 1 Resources:
2 •MDE staff
3 •Michigan Electronic Grants System (MEGS)
4

5 **B. *Early On System Review***
6

7 Future Activity and Description:

8 Through the *Early On System Review* process family and service provider interviews will be
9 conducted to determine whether services on the IFSP were delivered.

10 Timelines

- 11 •Ongoing

12 Resources:

- 13 •MDE staff
14 •State Interagency Team
15 •Record Reviewers
16 •Wayne State University
17
18

CE. IV All children receive services primarily in natural environments. Children who do not receive services in natural environments have IFSP justification statements.

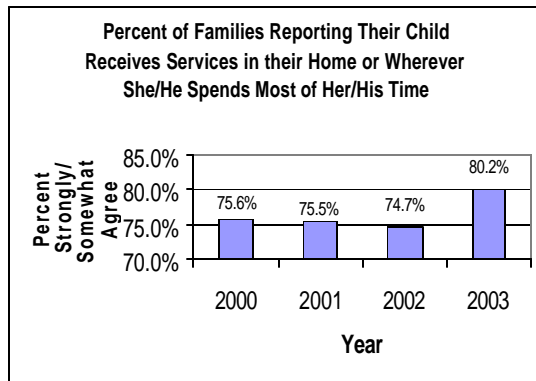
1. Baseline/Trend Data:

A. Source of Data: *Early On System Review* (10 sites reviewed 2002/2003)

Table 31:

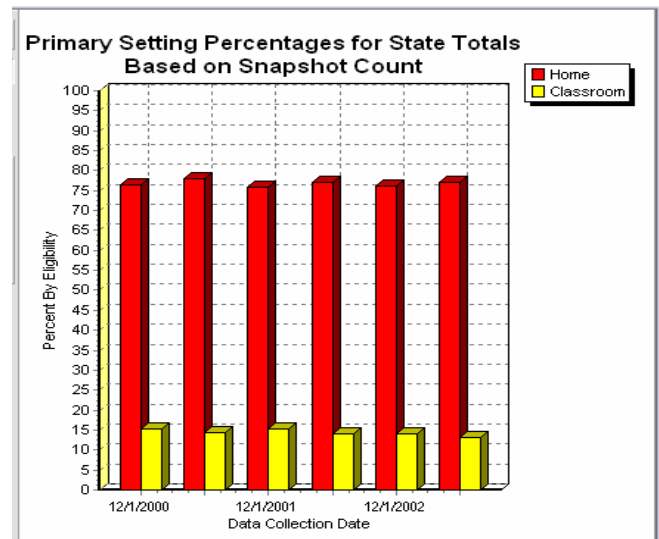
•Standard #138 asks if services addressing IFSP outcomes are delivered in the natural environment.	50.3% of the time
•Standard #139 asks if a justification of the extent to which the services are not provided in the natural environment is included on the IFSP.	6.1% of IFSPs have justifications

Chart 32:



Source: Family Survey

Chart 33:



Source: EETRK

2. Targets:

All children receive services primarily in the natural environments, unless otherwise justified.

3. Explanation of Progress or Slippage:

The monitoring data collects information on settings where all services are delivered. Therefore, a family may receive some services in the home but attend a play group for one hour a week. The data would show that not all services were delivered in the natural environment, which would make the percentage lower. EETRK and Qualitative Compliance data reflect the primary setting where services are delivered, which in most cases, is in the home.

The low percentage of IFSPs without a written justification if services were not provided in the natural environments will be addressed through training. Since Michigan is a birth mandate state, it began with a special education model. The shift towards writing justifications can be addressed through training.

4. Projected Targets:

All children receive services primarily in the natural environments, unless otherwise justified.

5 & 6. Future Activities to Achieve projected targets/results, projected timelines and resources:

A. *Local Self Assessment*

Future Activity and Description:

Data will be reviewed to see that all services are delivered in the natural environment and if not, that there is written justification.

Timelines:

•Data will be collected by MDE July 1, 2004.

Resources:

- MDE staff
- Michigan Electronic Grants System (MEGS)
- CSPD grantee, *Early On* Training and Technical Assistance

B. *Early On System Review*

Future Activity and Description:

Through monitoring, the records reviewed will reflect whether or not services are being delivered in the natural environment and if not, whether a written justification is offered. Verification of services being provided, through provider records and family interviews, will be completed.

Timelines:

•Ongoing

Resources:

- State Interagency Team
- Record reviewers
- Wayne State University

C. *EETRK*

Future Activity and Description:

618 setting data will be collected and analyzed to follow trends for all settings. Data will be analyzed to see if services are delivered in the natural environment.

Timelines:

•Ongoing

Resources:

- The Data Collection Grantee, Interagency Information Systems

D. *Training and Technical Assistance on the Provision of Natural Environments*

Future Activity and Description:

The Implementation Guide to Natural Environments document was created by the Effective Practices and Implementation, Birth to Five subcommittee of the SICC. Its intent is to inform local Part C Coordinators, ISD Superintendents, Special Education Directors and service providers of the requirements in the federal regulations related to natural environment provisions and to provide steps towards implementation. Its effectiveness will be measured through pre-tests, post-tests and six months in the future tests for training participants through the CSPD system.

Timelines:

- The Implementation Guide was distributed March, 2004.
- Training is ongoing, beginning spring, 2004.

- 1 Resources:
- 2 •Effective Practices and Implementation, Birth to Five Subcommittee of the SICC
- 3 •CSPD grantee, *Early On* Training and Technical Assistance
- 4
- 5

CE. V Children participating in the Part C program demonstrate improved and sustained functional abilities.

1. Baseline/Trend Data:

A. Source of Data: *Early On* System Review (10 sites reviewed 2002/2003)

Table 34:

Standard #148: Was progress towards outcomes assessed?	47.3% of the time
Standard #149: Did the child made progress toward the outcomes?	75.0% of the time.

2. Targets:

Improve documentation of whether children demonstrated improved and sustained functional abilities.

3. Explanation of Progress or Slippage:

More data needs to be collected to determine whether children participating in the Part C program demonstrate improved and sustained functional abilities.

4. Projected Targets:

Improve documentation of whether children demonstrated improved and sustained functional abilities.

5 & 6. Future Activities to Achieve projected targets/results, projected timelines and resources:

A. *Local Self Assessment*

Future Activity and Description:

Local Service Areas will be required to address specific questions related to improved and sustained functional ability through the local self assessment.

Timelines:

•Data will be collected by MDE July 1, 2004.

Resources:

•MDE staff
•Michigan Electronic Grants System (MEGS)

B. *Consult with OSEP*

Future Activity and Description:

Contact OSEP and NECTAC to explore model approaches to meeting this target. Develop additional activities to collect appropriate data.

Timelines:

•November, 2004

Resources:

•OSEP
•NECTAC

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Cluster Area CV: Early Childhood Transition

Question: Do all children exiting Part C receive the transition planning necessary to support the child's transition to preschool and other appropriate community services by their third birthday?

State Goal:

All children exiting Part C will receive the transition planning necessary to support the child's transition to preschool and other appropriate community services by their third birthday.

1. Baseline/Trend Data:

A. Source of Data: *Early On System Review (10 sites reviewed 2002/2003)*

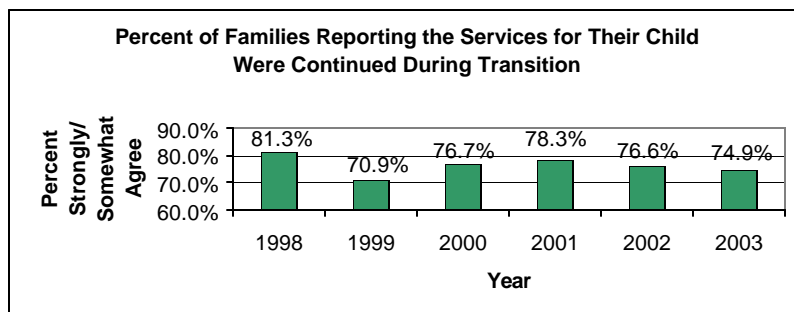
Table 35:

•Standard #185: Did transition planning began at least 90 days, and no more than 6 months, prior to the child's 3 rd birthday. (For Part B and Part C only children)	43.9% of the time.
•Standard #188: Was the local educational agency was notified that the child was turning 3 and eligible for special education services. (For Part B only children)	88.0% of the time.
•Standard #190: Was the IFSP and evaluation information were sent to the local educational agency. (For Part B only children)	84.0% of the time.
•Standard #196: Did the family consent to a conference regarding transition for their child (For Part C only children)	56.0% of the time

B. Source of Data: Wayne State University

For this reporting period, 2,359 families responded to the current version of the survey, which resulted in an overall response rate of 43.1%. The response rate for the transition version of this survey was 25.7%, with 316 completed surveys.

Chart 36:



Source: Family Survey—Transition Version

The Qualitative Compliance Information grantee, Wayne State University (WSU) reports that the Professionals Focus group was asked:

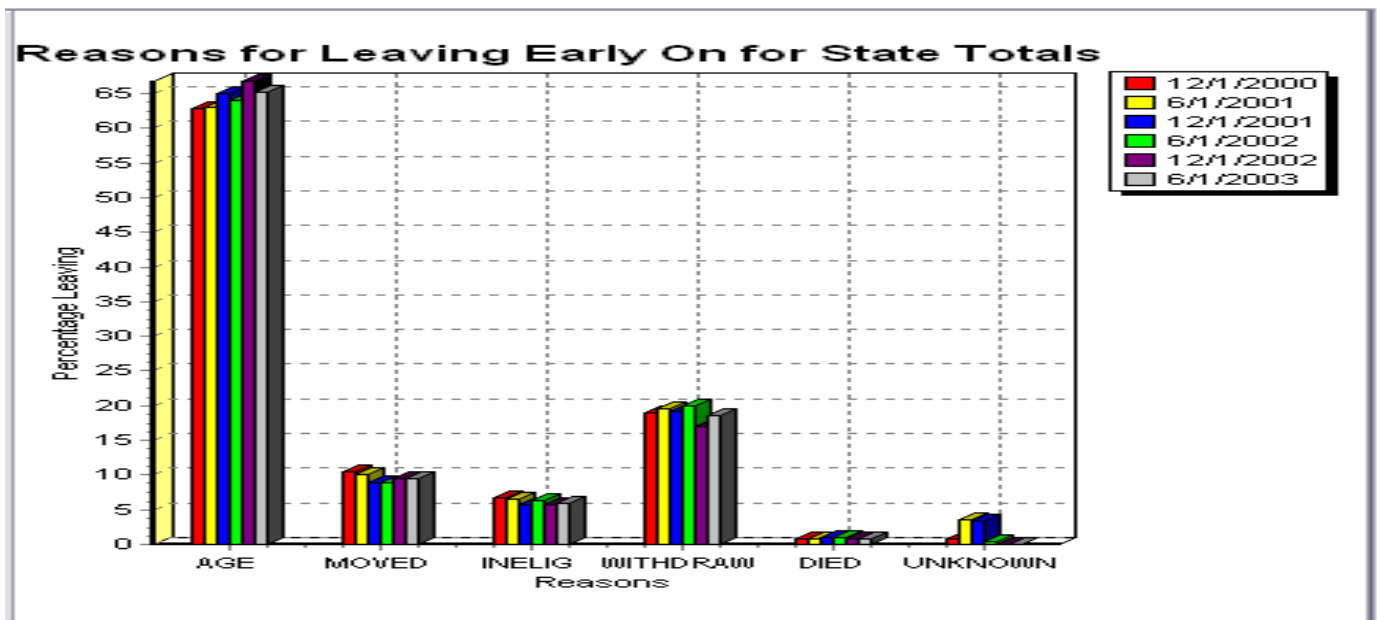
- “What happens to transitioning children not eligible for services under Part B?”
- “What are some of the services that tend to drop off for these children and families?”

1 There were 10 service coordinator/service provider focus groups with an average of 12.6 professionals
2 in each group. In all 10 Service Areas service coordinators and providers reported the Part C-only
3 children had few service options other than Head Start, which typically had limited openings, or
4 playgroups, if they were available in the area. Some areas had programs for children birth to five, but
5 these also had limited openings. Home visits were identified as the main service that Part C families
6 lose after transition. Everyone agreed there was a need for a strong developmental program for three to
7 five year olds.

8
9 **Table 37:**

Services received by Transition Respondents (Reported in Percentages) Number of Respondents = 316			
Service	Is this a service that you receive?	Service	Is this a service that you receive?
Speech and language pathology	24.1%	Infant and toddler program	6.4%
Pre-primary classroom	17.0%	Vision services	5.7%
Teacher consultant	14.9%	Health services	5.0%
Transportation and related costs	14.9%	Family special instruction	4.3%
Home visits	12.8%	Respite care	4.3%
Visits to the doctor	12.1%	Medical diagnostics	3.5%
Occupational therapy	11.3%	Family support services	3.5%
Medicaid	9.9%	Family training	3.5%
Periodic evaluation	9.2%	Child psychology services	3.5%
Physical therapy	9.2%	SSI	3.5%
CSHCS	9.2%	Healthy Start	2.8%
Audiologist	8.5%	Respiratory therapy	2.8%
Service coordination/case management	8.5%	Family psychology services	2.1%
WIC	7.8%	Nutritional services	1.4%
Parent to parent support	7.8%	Nursing services	0.7%
Positive responses are reported.			

Chart 38:



Source: EETRK

The Data Collection Grantee, Interagency Information Systems shares the following EETRK data and analysis for children who have exited *Early On* because they have turned 3.

Chart 39:

YEAR	NUMBER AGED OUT	PERCENT AGED OUT	SUBSET OF AGED OUT, ELIGIBLE FOR SPEC ED	SPECIAL ED PERCENT OF AGED OUT
1999	2855	62.2	2021	70.8
2000	3092	62.9	2131	68.9
2001	3710	65.1	2449	66.0
2002	3991	66.8	2494	62.5
2003	4089	64.5	2219	54.3

2. Targets:

All children exiting Part C receive transition planning to support their transition to preschool and other appropriate community services by their third birthday.

3. Explanation of Progress or Slippage:

According to EETRK data, the number of children aging out increases, along with the total number of children served. The percent that reach maximum age stays fairly constant between 62 and 67 percent. The change from 2000 to 2001 is explained by the virtual elimination of the “unknown” category in 2001. Therefore, somewhere around 65% of the exiting students leave because they turn 3.

For those who turn three, the number eligible for Special Education increased until 2003. The same big jump in this count occurred in 2001, as the “unknowns” were eliminated. However, the number of children eligible for special education hit a plateau, and then decreased in 2003. We theorize that one

of two things has occurred. Either the special education system has been saturated at the three year old level, or the three year old children eligible for special education are being served. The Qualitative data, although a small sample, does reflect the current reality. More effort needs to be made to make transition planning timely and have parents consent to a transition planning conference. The data chart describing services received by transition respondents, will serve as baseline data.

4. Projected Targets:

All children exiting Part C receive transition planning to support their transition to preschool and other appropriate community services by their third birthday.

5 & 6. Future Activities to Achieve projected targets/results, projected timelines and resources:

A. *Transition Guide*

Future Activity and Description

The Access to Continuity of Services subcommittee of the SICC developed a Transition Guide that outlines what is stated in the law for children transitioning from Part C who are and are not eligible for Part B services. It is intended for service providers so that a quick reference can be utilized and transition planning will be done in a timely manner.

Timelines:

- The Transition Guide was distributed February, 2004.

Resources:

- The Access to Continuity of Services subcommittee of the SICC.

B. *Preschool to Kindergarten Document*

Future Activity and Description:

The Access to Continuity of Services subcommittee of the SICC will develop a Preschool to Kindergarten document outlining the requirements for transition.

Timelines:

- Preschool to Kindergarten document to begin development spring, 2004.

Resources:

- The Access to Continuity of Services subcommittee of the SICC
- MDE Early Childhood Unit

C. *Surveys*

Future Activity and Description:

The Qualitative Compliance Information grantee, Wayne State University (WSU) administers Family Surveys asking specific questions related to transition planning and appropriate community options for children. Surveys will be analyzed to determine if families are receiving timely transition planning and options are available.

Timelines:

- Surveys will be completed in 2004 – ongoing.

Resources:

- Wayne State University Surveys

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